

# Educational Leadership Profile (ELP)

Assessment for \_\_\_\_\_  
administrator

## ***Directions:***

The ELP is designed to gather information to help school leaders strengthen their abilities to improve learning for all students.

This survey measures nine areas of educational leadership performance identified by the research on what makes an effective school administrator. Each performance area includes four elements with a rating guide. Please read the descriptors and decide which one best matches the named administrator's performance. Next, use the scale below to rate the level of performance you believe this person demonstrates for each element.

You may rate in the high or low range of DEVELOPING (1 or 2), MEETS (3 or 4), or EXCEEDS (5 or 6). Mark 0 if you believe performance does not meet a score of 1. Mark N/A if you are not able to judge.

At the end of the survey, you may include comments about this person's past accomplishments and/or improvement needs for each area.

## **DEMOGRAPHIC INFORMATION**

### **Gender**

☐ Male      ☐ Female

**Years familiar with named person's work. NOTE: If you are the person being rated, mark years of administrative experience using the same scale.**

☐ 0 to 5      ☐ 6 to 9      ☐ 10 plus

### **Rater Category**

<input type="checkbox"/> Self	<input type="checkbox"/> Another Administrator	<input type="checkbox"/> Support Staff
<input type="checkbox"/> Supervisor	<input type="checkbox"/> Prof Staff	<input type="checkbox"/> Community

## Area 1: Leadership Attributes

		Developing	Meets	Exceeds
<b>Element 1.1</b>	<b>COMMUNICATES AND BUILDS RELATIONSHIPS</b>	Encourages communication. Is receptive to feedback. Forms relationships with staff, students, parents, or community members.	Encourages and models communication. Is receptive to feedback. Builds relationships with staff, students, parents and community members.	Encourages and models communication and positive language. Is receptive to feedback and systematically requests it. Builds strong relationships with staff, students, parents and community members. Manages by walking around. Staff and students at the school/district are personally and individually supported. Has a network for dialogue with colleagues.
Circle One	N/A      0	1      2	3      4	5      6

		Developing	Meets	Exceeds
<b>Element 1.2</b>	<b>DEMONSTRATES A PASSION FOR STUDENT LEARNING</b>	Addresses student learning. Works with staff to increase student learning.	Focuses on student learning. Considers student learning within activities and decisions. Brings teachers together for the good of student learning. Commonly visits classrooms. Puts student learning at the core of activities and decisions.	Constantly focuses on student learning. Gets teachers to come together for the good of student learning. Commonly visits classrooms and takes interest in student projects and achievement. Periodically guest lectures in a class and leads student extra-curricular events.
Circle One	N/A      0	1      2	3      4	5      6

		Developing	Meets	Exceeds
<b>Element 1.3</b>	<b>MODELS AND ENCOURAGES CREATIVITY</b>	Seeks creative solutions. Is willing to consider new techniques.	Seeks creative solutions. Is willing to consider new techniques.	Implements creative programs. Embraces creative solutions and rewards staff for using them. Models by trying new things and "thinking outside the box." Encourages staff to take calculated risks.
Circle One	N/A      0	1      2	3      4	5      6

		Developing	Meets	Exceeds
<b>Element 1.4</b>	<b>POSSESSES A PROFESSIONAL CODE OF ETHICS</b>	Possesses core values and ethics related to school/district and education. Is honest. Has integrity.	Possess core values. Applies ethics related to school/district and education. Will often process decisions with stakeholders. Is honest. Has integrity.	Communicates and models core values. Applies ethics related to school/district and education. Processes decisions with stakeholders. Uses a clear model for making decisions. Shares information with members of the school community when appropriate. Is honest, says the tough things. Has integrity.
Circle One	N/A      0	1      2	3      4	5      6

## Area 2: Visionary Leadership

		Developing		Meets		Exceeds		
Element 2.1	FOSTERS A SHARED VISION AND PURPOSE	Attempts to involve staff in the vision process. Begins to guide the vision.		Involves staff in the vision process and extends ownership. Guides the vision. Leads the development of a vision statement for the school/district. Reinforces staff that move towards the vision.		Fosters shared vision among staff and integrates them into the process. Extends ownership to all. Develops the vision with members of the school/district and community. Skillfully guides the vision. Leads the development of a vision statement for the school/district. Builds capacity in others to move toward the vision while reinforcing staff that move towards the vision.		
		Circle One	N/A	0	1	2	3	4

		Developing		Meets		Exceeds		
Element 2.2	THINKS AND ACTS STRATEGICALLY	Has a vision. Attempts to connect the vision to the decision-making process.		Considers vision when making key decisions. Is aware of how to achieve the vision. Vision is reflected throughout most decisions. Is able to articulate the vision.		Vision is evident in key decisions. Identifies steps and benchmarks to systematically achieve the vision. Important decisions are driven by the vision. The success of these decisions are measured in reference to how they have assisted the school/district in achieving its vision. Clearly articulates the vision and the steps to achieving it.		
		Circle One	N/A	0	1	2	3	4

		Developing		Meets		Exceeds		
Element 2.3	HOLDS HIGH EXPECTATIONS FOR STAFF AND STUDENTS	Has expectations for staff and students. Occasionally communicates expectations. Demonstrates interest in raising the bar.		Holds high expectations for all staff and students. Often communicates expectations. Raises the bar for students. States the skills they expect from the school's/district's staff.		Creates and holds expectations for everyone. Continuously communicates expectations. Raises the bar for all students. Builds a culture of high expectations and a school/district belief that all students can learn. Models and clearly articulates the skills they expect from the school's/district's staff.		
		Circle One	N/A	0	1	2	3	4

		Developing		Meets		Exceeds		
Element 2.4	CARRIES THE VISION	Occasionally revisits the vision. Sporadically talks to staff about achieving the vision.		Often revisits the vision. Mentions to staff how they can help achieve the vision. Restates the vision in diverse ways.		Continually revisits the vision. Frequently talks to staff and community about ways to achieve the vision. Shares the vision with the school community in as many ways as possible to reinforce it. Restates the vision in diverse ways.		
		Circle One	N/A	0	1	2	3	4

## Area 3: Community Leadership

		Developing		Meets		Exceeds		
Element 3.1	DEVELOPS RELATIONSHIPS WITH PARENTS AND THE COMMUNITY	Engages parents and community members. Is open to parents and community members participating in school planning or events.		Actively seeks out and communicates with, parents and community members. Invites parents and community members to participate in school/district planning and/or events. Reaches out to community. Understands the relationship between student success and parent involvement.		Maintains contact with a diverse group of parents and community members. Is visible in the community. Actively recruits parents and community members to participate in school/district planning and events. Involves community. Engages parents to assist in students' education.		
		Circle One	N/A	0	1	2	3	4

		Developing		Meets		Exceeds		
Element 3.2	FOSTERS SCHOOL/DISTRICT PRIDE	Has pride in the school/district. Attends to the school's/district's facilities. Is aware of the importance of climate and environment, working towards change.		Demonstrates pride in the school/district. Improves the school's/district's image and facilities. Works to develop pride for the school/district internally. Influences the school's/district's climate and environment.		Models pride in the school/district to staff and students. Puts energy into the school's/district's image and facilities. Develops pride for the school/district both internally and externally. Improves the school's/district's climate and environment.		
		Circle One	N/A	0	1	2	3	4

		Developing		Meets		Exceeds		
Element 3.3	INTEGRATES THE SCHOOL/DISTRICT WITH THE COMMUNITY	Engages the school/district periodically in community events. Shows awareness of the need to portray a positive school/district image to the community.		Engages the school/district regularly in community events. Portrays a positive school/district image to the community. Fosters partnerships with the community.		Engages the school/district continuously in numerous community events. Portrays a positive school/district image to the community and actively communicates the school's/district's needs. Fosters partnerships with the community. Unifies the community around common goals and expectations.		
		Circle One	N/A	0	1	2	3	4

		Developing		Meets		Exceeds		
Element 3.4	SOLICITS AND UTILIZES COMMUNITY RESOURCES	Occasionally uses community network to solicit resources for the school/district. Shows an awareness of the need for grants.		Commonly uses community network to solicit resources. Actively seeks out funds. Applies for grant funds.		Employs a network in the community to solicit resources. Creates strategic partnerships. Is proactive in finding resources. Has a high success rate in receiving grants, uses the assistance of staff. Obtains/promotes the support of central office and community leaders.		
		Circle One	N/A	0	1	2	3	4

## Area 4: Instructional Leadership

		Developing	Meets	Exceeds
<b>Element 4.1</b>	<b>FACILITATES/ PROMOTES CURRICULUM PLANNING, IMPLEMENTATION, AND EVALUATION</b>	Focuses on curriculum, instruction, or assessment. Proposes curriculum that helps students to meet benchmarks and state standards. Has a basic understanding of curriculum and instruction practice.	Facilitates linkages among curriculum, instruction and assessment. Assists staff in implementing curriculum that helps students to meet benchmarks and state standards. Understands the key elements of curriculum and instructional practice.	Assures a strong linkage and interdependence among curriculum, instruction, and assessment. Leads staff in implementing curriculum to help students meet benchmarks and state standards. Has a strong understanding of curriculum and instructional practice. Collaborates with staff to align the school's/district's curriculum with state standards.
Circle One	N/A 0	1 2	3 4	5 6

		Developing	Meets	Exceeds
<b>Element 4.2</b>	<b>CONDUCTS/ PROMOTES GOAL SETTING AND EVALUATION WITH TEACHERS</b>	Instructs teachers to create goals. Is aware of evaluation methods to provide assistance to teachers. Conducts classroom observations. Provides feedback.	Works with teachers to create goals. Utilizes effective evaluation methods to provide assistance to teachers. Is able to critically evaluate staff. Conducts meaningful classroom observations. Provides timely and consistent feedback.	Consistently works with teachers to create goals and revisits progress made toward meeting those goals, restructures goals as needed. Is able to critically evaluate staff and foster staff growth. Uses multiple strategies to improve teacher's instructional practices. Conducts meaningful classroom observations. Established feedback systems exist. Provides continual feedback.
Circle One	N/A 0	1 2	3 4	5 6

		Developing	Meets	Exceeds
<b>Element 4.3</b>	<b>KEEPS STAFF FOCUSED ON CLOSING THE ACHIEVEMENT GAP</b> "Achievement Gap" defined as inequalities in achievement among groups of students with common characteristics such as race, ethnicity, socioeconomic status, gender, or disability.	Believes that all students can learn. Begins to focus on bringing all students to standards. Shows signs of grasping what it means to close the achievement gap and how to accomplish this.	Believes that all students can learn. Focuses on bringing all students to standards. Gets staff to buy into the need for closing the achievement gap. Works toward ensuring that levels of learners can't be identified by any characteristic of one group. Rigorous courses are available to all students.	Models the belief that all students can learn. Consistently focuses on bringing all students to standards. Rigorous courses are available to all students. Staff is committed to closing the achievement gap. Ensures that levels of learners can't be identified by any characteristic of one group. Data reflect that there is no longer an achievement gap in the school.
Circle One	N/A 0	1 2	3 4	5 6

		Developing	Meets	Exceeds
<b>Element 4.4</b>	<b>FOCUSES ON TEACHING STRATEGIES AND LEARNING THEORIES</b>	Is knowledgeable about theories and teaching strategies for learning, although limited to one's area of expertise. Encourages staff to become life-long learners.	Is knowledgeable about theories and teaching strategies for learning. Understands the elements that contribute to student learning. Supports staff to use research-based best practices. Encourages staff to become life-long learners.	Is knowledgeable about numerous theories and teaching strategies for learning. Understands the elements that contribute to student learning. Possesses the knowledge and skills to improve instruction and student achievement. Guides and supports staff to use research-based best practices. Supports staff to be life-long learners.
Circle One	N/A 0	1 2	3 4	5 6

## Area 5: Data-Driven Improvement

		Developing	Meets	Exceeds	
Element 5.1	IMPLEMENTS GUIDELINES FOR ASSESSMENT AND ACCOUNTABILITY	Occasionally uses data to drive what is done in the school/district.	Regularly uses data to drive what is done in the school/district. Builds core beliefs around data. Uses data to drive improvement. Creates accountability measures based on data. Data is evident in the school's/district's strategic planning.	Continually and skillfully uses data for school improvement. Builds core beliefs around data. Leads by taking ownership of data. Believes all students can reach high standards, employs the data to drive what is done in the school/district. Creates and implements accountability measures based on data. Data is a primary component in the school's/district's strategic plan.	
		1	2	3	4

		Developing		Meets		Exceeds		
Element 5.2	COLLABORATES WITH TEACHERS TO COLLECT AND USE DATA	Is developing skills to include teachers in the creation or gathering of data. Helps teachers to understand assessment measures.		Integrates teachers into the creation or gathering of data. Helps teachers to understand assessment measures. Uses data as part of the instructional practice. Assists staff to conduct action-research. Encourages teachers to use data for decisions.		Integrates teachers into the creation and gathering of data; demonstrates the potential of data to teachers. Helps teachers and community to understand assessment measures. Uses data as part of the instructional practice, to assess student learning, and make appropriate adjustments. Leads staff through action-research. Fosters an environment where teachers use data for curriculum decisions.		
		Circle One	N/A	0	1	2	3	4

		Developing	Meets	Exceeds				
Element 5.3	UNDERSTANDS INTERNALLY GATHERED AND EXTERNALLY PROVIDED DATA	Has a basic understanding of the implications of external data and awareness of its influence (e.g., NCLB). May create site-based measures to gather internal data on attitudes or performance. Is able to identify gaps in assessment data.	Is aware of the implications of external data and its influence (e.g., NCLB). Creates site based measures to gather internal data on attitudes or performance. Identifies gaps in assessment data and determines how to fill them.	Understands the implications of external data, familiar with different ways school Quality is measured. Informs staff of data's implications (e.g., NCLB). Creates site-based measures to gather internal data on attitudes and performance. Is able to identify gaps in assessment data and modify measures to provide additional info. Disaggregates data into several categories.				
		Circle One	N/A	0	1	2	3	4

		Developing	Meets	Exceeds				
Element 5.4	USES DATA TO DETERMINE NEEDS, THEN MONITOR AND IMPROVE	Occasionally uses data collection to identify what needs to be done within the school/district and analyze school/district reform. Data does not systematically determine focus. May assess data to gauge student learning.	Regularly uses data to identify what needs to be done within the school/district and analyze school/district reform. Considers data when determining focus and allocation of resources and when monitoring reform. Assesses data to gauge student learning.	Uses data to identify what needs to be done in the school/district and to analyze school /district reform. Uses data to focus and allocate resources. Conducts data-driven inquiry. Fosters a culture where data “speaks” for change. Continually assesses data to gauge student success; it is periodic and systematic. Uses pre- and post-data to measure program effectiveness.				
		Circle One	N/A	0	1	2	3	4

## Area 6: Organization to Improve Student Learning

		Developing		Meets		Exceeds		
Element 6.1	MAXIMIZES STUDENT LEARNING TIME	Is aware of practices for increasing “time on task”. Has previously assessed the schedule to monitor the best uses of time.		Shares practices for increasing “time on task” with staff. Periodically assesses the schedule to monitor the best uses of time. Brings learning outside of the classroom.		Trains teachers in best practices to increase “time on task.” Continually assesses the schedule to monitor and improve uses of time. Fosters learning in co-curricular activities and other arenas outside of the classroom, uses transition. Organizes time in innovative ways to improve student learning.		
		Circle One	N/A	0	1	2	3	4

			Developing	Meets	Exceeds			
Element 6.2	BUILDS A PERSONALIZED LEARNING ENVIRONMENT		Works towards a more student-centered environment. Encourages teachers to individualize instruction. Is aware that students have different needs and strengths.	Creates a student-centered environment. Trains and encourages teachers to individualize instruction. Considers students' needs and strengths. Creates support systems for students.	Creates a student-centered environment, both in the classroom and school/district. Trains and encourages teachers to individualize instruction. Considers students' needs and strengths. Creates support systems for students. Develops a unique campus setting. Assures that students have personalized learning plans.			
		Circle One	N/A	0	1	2	3	4

		Developing		Meets		Exceeds		
Element 6.3	FOSTERS COMMUNICATION BETWEEN DIFFERENT GRADE LEVELS/SCHOOLS	Works to assist transitions between grades in the school/district. Sometimes works with other levels of education to help with articulation of a sequential curriculum.		Creates systems within the school/district to assist transitions between grades. Works with feeder schools to assist with articulation of a sequential curriculum.		Creates systems within the school/district to create seamless transitions between grades. Works with feeder schools to promote with articulation of a sequential curriculum. Builds linkages for K-16 pathway.		
		Circle One	N/A	0	1	2	3	4

		Developing		Meets		Exceeds		
Element 6.4	USES TECHNOLOGY TO INCREASE STUDENT LEARNING	Is aware of the benefits of technology, but has not yet regularly implemented it with student learning.		Seeks resources for increased technology. Utilizes technology as an instructional tool to increase student learning.		Identifies and seeks resources for increased technology. Provides staff training on uses of technology; communicates benefits and potential of technology. Creatively uses technology to increase student learning. Integrates technology as an instructional tool.		
		Circle One	N/A	0	1	2	3	4

## Area 7: Organization to Help Staff Produce Results

		Developing	Meets	Exceeds
<b>Element 7.1</b>	<b>DISSEMINATES KNOWLEDGE OF EDUCATIONAL RESEARCH AND BEST PRACTICES</b>	Is knowledgeable about theories, techniques, and practices for learning, although limited to one's area of expertise. Is aware of some research-based practices.	Is knowledgeable about theories, techniques, and practices for learning. Shares information of research-based best practices with staff. Provides staff with resources.	Is knowledgeable about theories, techniques, and practices of teaching and learning. Is aware of recent developments in the field. Engages in formal and informal dissemination to staff. Shares information of research-based best practices with staff. Provides articles and resources to staff. Models best practices for staff.
Circle One	N/A 0	1 2	3 4	5 6

		Developing	Meets	Exceeds
<b>Element 7.2</b>	<b>PROVIDES SUSTAINED PROFESSIONAL DEVELOPMENT OPPORTUNITIES</b>	Provides staff trainings. Has staff attend educational trainings. Seeks out professional development in an effort to improve student learning.	Provides on or off site trainings for staff. Employs staff to lead training sessions. Identifies representatives to attend educational trainings. Provides professional development that results in enhanced student learning.	Provides a combination of on and off site trainings for staff. Empowers staff as facilitators for training sessions. Identifies representatives to attend educational trainings and fosters accountability for reporting back to entire staff with new practices. Provides appropriate professional development that results in enhanced student learning. Uses data to guide decisions about professional development.
Circle One	N/A 0	1 2	3 4	5 6

		Developing	Meets	Exceeds
<b>Element 7.3</b>	<b>DEVELOPS AND USES STAFF TEAMS</b>	May delegate decisions to staff teams. Suggests that staff work together. Works to build trust and relationships.	Delegates to staff teams to create proposals or suggest decisions. Works to create collaboration among teachers. Builds trust and relationships.	Systematically delegates to staff teams to create proposals and suggest decisions. Successfully fosters collaboration among teachers. Arranges systems for mentorship and support among teachers. Builds trust and relationship.
Circle One	N/A 0	1 2	3 4	5 6

		Developing	Meets	Exceeds
<b>Element 7.4</b>	<b>FACILITATES PROBLEM SOLVING</b>	May request staff input on how to address issues. Varies how to obtain the solution to the problem, may direct or facilitate.	Requests staff input on how to address issues. Often will facilitate rather than direct the solution to the problem. Possess a diverse set of tools for addressing problems.	Elicits staff input for suggestions on how to address issues. Facilitates rather than directs the solution to the problem. Models creative means for problem solving. Possess a diverse set of tools for addressing problems, employs different means for each unique challenge.
Circle One	N/A 0	1 2	3 4	5 6



## Area 8: Cultural Competence

		Developing		Meets		Exceeds		
Element 8.1	FOCUSES ON THE VALUE OF DIVERSITY	Believes in the value of a diverse staff and student body. Realizes the importance of attitudes, behaviors, knowledge, and skills necessary for staff to work with all individuals.		Believes in the value of a diverse staff and student body. Plans frequent activities around the value of diversity. Supports the attitudes, behaviors, knowledge, and skills necessary for staff to work with all individuals.		Believes in and models the value of a diverse staff and student body. Plans ongoing activities around the value of diversity. Promotes and supports the attitudes, behaviors, knowledge, and skills necessary for staff to work effectively and respectfully with all individuals. Embodies an understanding and openness to diversity.		
		Circle One	N/A	0	1	2	3	4

		Developing		Meets		Exceeds		
Element 8.2	MAXIMIZES CULTURAL ASSESSMENT	Creates an awareness of the need for cultural assessment. Arranges some education and training. Encourages staff to increase their self-awareness of diversity.		Creates an opportunity for staff to develop their own cultural assessments. Arranges frequent education and training. Expects staff to increase their self-awareness and learn more about their own biases, fears, and comfort levels.		Creates many opportunities for staff and self to develop their own cultural assessments. Requires and arranges for ongoing education and training. Fosters an environment where staff increase their self-awareness and learn more about their own biases, fears, and comfort levels. After the assessment, opportunities are provided for training.		
		Circle One	N/A	0	1	2	3	4

		Developing		Meets		Exceeds		
Element 8.3	INSTITUTIONALIZES CULTURAL KNOWLEDGE	Encourages cultural experiences for staff. Provides opportunities for conversation about culture and race. Begins to collect accurate demographic, cultural, school/district outcome data for racial and ethnic groups in the school//district.		Creates opportunities for cultural experiences for staff. Creates a safe environment for conversations about culture and race. Collects and utilizes accurate demographic, cultural, school/district outcome data for racial and ethnic groups in the school/district. Has a plan to identify and support diverse students.		Ensures a variety of cultural experiences for staff. All staff feel safe having conversations about culture and race. Uses a variety of methods to collect and utilize accurate demographic, cultural, school/district outcome data for racial and ethnic groups in the school/district. Support structures for diverse students are ongoing.		
		Circle One	N/A	0	1	2	3	4

		Developing		Meets		Exceeds	
Element 8.4	PROMOTES UNDERSTANDING OF DIVERSITY BETWEEN AND WITHIN CULTURES	Encourages staff to understand the diversity between and within cultures. Provides staff development about diversity.		Expects staff to understand the diversity between and within cultures. Provides meaningful opportunities for staff development about the diversity between and within cultures. Engages students and staff in diversity appreciation events. Encourages multicultural events at the school/district.		Ensures all staff understand the diversity between and within cultures. Provides ongoing relevant staff development about the diversity between and within cultures. Engages parents, students, staff and community in diversity appreciation events. Organizes multicultural clubs and events. Visual evidence of cultural components are evident in the school/district.	
		1	2	3	4	5	6
Circle One	N/A	0					

## Area 9: Education Management

		Developing	Meets	Exceeds
<b>Element 9.1</b>	<b>IDENTIFIES, PRIORITIZES, AND SOLVES PROBLEMS THAT ARISE IN THE SCHOOL/DISTRICT</b>	Resolves problems that surface. Uses organizational and management strategies to manage the school/district. May use problem-solving or conflict resolution skills.	Identifies and resolves problems. Adopts innovative organizational and management strategies to manage the school/district. Uses effective problem-solving and conflict resolution skills.	Identifies potential problems and then resolves them in a timely manner. Adopts innovative organizational and management strategies to manage the school/district. Uses an effective combination of problem-solving and conflict resolution skills. Uses effective group process to solve problems when possible.
Circle One	N/A 0	1 2	3 4	5 6

		Developing	Meets	Exceeds
<b>Element 9.2</b>	<b>MANAGES THE SCHOOL/DISTRICT FACILITY</b>	May reference the school/district improvement plan when making building/district decisions. Works to create a welcoming environment for students. Is aware of basic principles of school/district safety and security.	References the school/district improvement plan when making building/district decisions. Effectively utilizes space, supplies, and equipment. Fosters a welcoming environment for students. Is knowledgeable of school /district safety and security.	Constantly references the school/district improvement plan when making building decisions. Effectively utilizes space, supplies, and equipment. Fosters a welcoming environment for students and community members. Has detailed knowledge of school/district safety and security. Organizes the school/district to foster an effective learning environment.
Circle One	N/A 0	1 2	3 4	5 6

		Developing	Meets	Exceeds
<b>Element 9.3</b>	<b>MAXIMIZES HUMAN RESOURCES</b>	Selects, assigns, and organizes staff in an effort to achieve the school's/district's vision. Recruits volunteers and other community members to assist in school/district activities.	Selects, assigns, and organizes staff to best achieve the school's/district's vision. Taps future leaders for the school/district. Recruits and trains volunteers and other community members to assist in school/district activities. Creates partnerships with universities.	Selects, assigns, and organizes staff to best achieve the school's/district's vision and is able to retain them. Aligns people's talents with the tasks and activities of the school/district. Builds on staff's strengths. Taps future leaders for the school and district. Creatively uses volunteers and other community members to assist in school/district activities. Creates ongoing partnerships with universities.
Circle One	N/A 0	1 2	3 4	5 6

		Developing	Meets	Exceeds
<b>Element 9.4</b>	<b>APPLIES PRINCIPLES OF FINANCIAL MANAGEMENT AND CREATIVE RESOURCE UTILIZATION</b>	Manages financial and material resources. Is aware of the need to seek additional resources to supplement state and district resources.	Effectively works with staff to manage resources. Allocates financial and material resources in relationship to school/district goals. Seeks additional resources to supplement state and district resources.	Effectively and efficiently works with staff to manage resources. Demonstrates optimal allocation of financial and material resources in relationship to school/district goals. Seeks and finds additional resources to supplement state and district resources.
Circle One	N/A 0	1 2	3 4	5 6

## COMMENTS

If you wish to record any comments, please enter them in the appropriate space below.

### **Strengths or Accomplishments:**

### **Improvement Needs:**